



SC Annual School  
Report Card  
Summary

Flowertown Elementary School  
DORCHESTER 2  
Grades: PK-5 Enrollment: 1,036  
Principal: Donna D. Goodwin  
Superintendent: Joseph R. Pye  
Board Chair: Gail Hughes

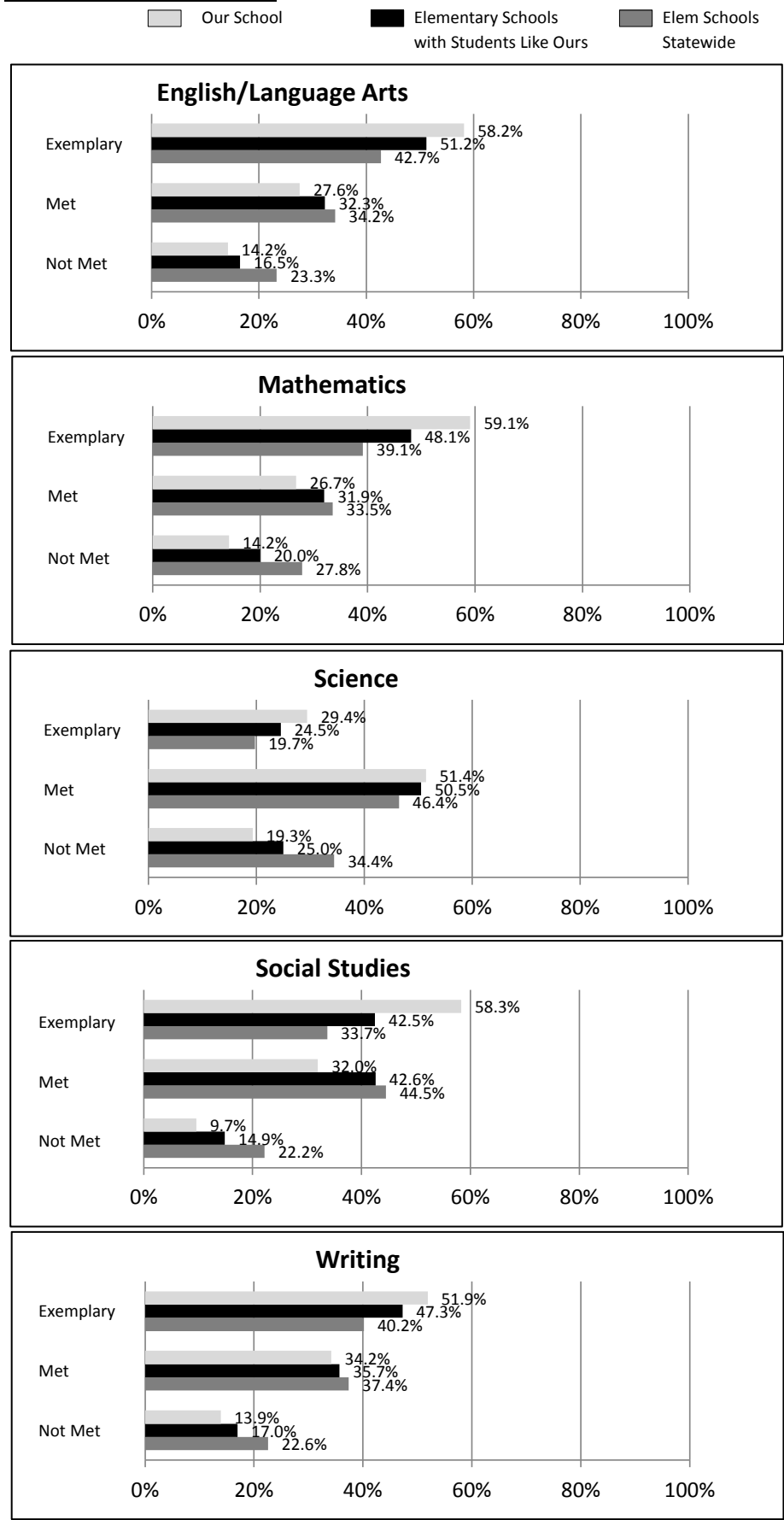
PERFORMANCE		Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on <a href="http://www.ed.sc.gov">www.ed.sc.gov</a> and <a href="http://www.eoc.sc.gov">www.eoc.sc.gov</a> as well as school and school district websites. Printed versions are available from school districts upon request.					
YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD AND SILVER AWARD		ESEA/FEDERAL ACCOUNTABILITY RATING SYSTEM		
			General Performance	Closing the Gap	ESEA Grade	Accountability Indicator	
2014	Excellent	Good	TBD	TBD	B	N/A	
2013	Excellent	Good	GOLD	SILVER	B	N/A	
2012	Excellent	Excellent	GOLD	GOLD	A	N/A	

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
50	29	8	0	0

\* Ratings are calculated with data available by 04/27/2015. Schools with Students Like Ours are Elementary Schools with Poverty Indices of no more than 5% above or below the index for this school.

SC PASS PERFORMANCE



NAEP\*

\*Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Abbreviations Key

N/A-Not Applicable N/AV-Not Available N/C-Not Collected N/R-Not Reported I/S-Insufficient Sample TBD-To Be Determined

Flowertown Elementary School  
DORCHESTER 2  
SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary Schools
Students (n = 1,036)				
Retention rate	1.9%	Up from 1.4%	0.5%	1.0%
Attendance rate	96.2%	Up from 96.0%	96.7%	96.5%
Served by gifted and talented program	11.5%	Up from 9.6%	10.4%	7.3%
With disabilities	11.6%	Down from 11.7%	11.4%	12.5%
Older than usual for grade	1.6%	Down from 1.7%	1.3%	1.8%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.7%	Up from 0.3%	0.0%	0.0%
Teachers (n = 65)				
Teachers with advanced degrees	56.9%	Down from 58.1%	64.2%	62.3%
Continuing contract teachers	81.5%	Down from 87.1%	82.5%	81.2%
Teachers returning from previous year	88.7%	Down from 89.4%	90.4%	88.4%
Teacher attendance rate	95.0%	Up from 92.9%	95.3%	95.3%
Average teacher salary*	\$47,722	Down 1.3%	\$50,017	\$47,902
Classes not taught by highly qualified teachers	0.0%	No change	0.0%	0.0%
Professional development days/teacher	14.1 days	Up from 12.3 days	11.7 days	10.9 days
School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 20.2 to 1	20.5 to 1	19.9 to 1
Prime instructional time	89.6%	Up from 87.6%	91.3%	90.7%
Opportunities in the arts	Good	No change	Good	Good
SACS accreditation	Yes	No change	Yes	Yes
Parents attending conferences	99.4%	Up from 99.3%	100.0%	100.0%
Character development program	Excellent	No change	Excellent	Excellent
Dollars spent per pupil**	\$6,145	Down 2.2%	\$7,012	\$7,680
Percent of expenditures for instruction**	70.4%	Down from 72.0%	67.6%	66.8%
Percent of expenditures for teacher salaries**	70.0%	No change	66.8%	66.0%
ESEA composite index score	86.1	Down from 88.3	92.3	85.7

\* Length of contract = 185+ days.  
\*\*Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	75	108	52
Percent satisfied with learning environment	98.6%	100.0%	96.1%
Percent satisfied with social and physical environment	98.7%	100.0%	100.0%
Percent satisfied with school-home relations	98.6%	100.0%	84.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on [www.ed.sc.gov](http://www.ed.sc.gov) and [www.eoc.sc.gov](http://www.eoc.sc.gov) as well as school and school district websites.

Printed versions are available from school districts upon request.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Flowertown Elementary School, where “Believing is Achieving”, serves students from diverse ethnic, socio-economic, occupational, and educational backgrounds. Despite growth and change in our student population, an enduring characteristic of our school is that of a small-town “feel” promoting a positive, spirited school climate. FES fosters a compassionate culture in which diversity is embraced and neighbors care for and support one another. “Believe” captures the heart and soul of who we are as a school community and provides the foundation for nurturing active community involvement, high expectations, enthusiastic student engagement, shared leadership, and continuous growth of all staff in professional learning communities.

We believe that building a strong relationship with parents and community members is a hallmark of our school. FES students learn the value of responsible citizenship and service to our school and community through active participation in on-going initiatives such as building houses with Habitat for Humanity, and participating in Relay for Life and Jump Rope for Heart. These experiences help students recognize that they are just a small part of a much larger world. FES also boasts an active School Improvement Council and PTA, and twenty local businesses that assist us in countless ways through their partnerships. Our commitment to shared leadership includes involving multiple stakeholder groups in the decision-making process for our school.

Our community believes that “Being the Best You Can Be Begins with Me” and that continued excellence hinges on setting high expectations by working with students to set and monitor academic and behavioral goals. Classroom practices that positively influence student engagement are the keystone of our vision. Highly qualified teachers provide focused small group support in reading and math, and all students benefit from technology based initiatives. Data-driven collaborative planning and on-going formative assessment foster superior achievement and a solid foundation for life-long learning.

Receiving the National Blue Ribbon award for the 2013 – 2014 school year adds to the school’s enduring legacy of excellence. Our “Busy Bees” continue to make impressive gains on both national and state assessments which have earned them the Palmetto Gold status for overall academic achievement as well as the Palmetto Silver status for closing the achievement gap. Flowertown Elementary is a successful school that benefits from the hard work and determination of students, teachers, parents, staff and community. As we celebrate our many accomplishments and achievements, we are confident that we will continue to fulfill our mission and make excellent progress in the years to come.

Thank you to everyone who supports Flowertown in creating a positive learning environment that fosters high expectations for all of our students.

Donna Goodwin, Principal  
Debbie Call, SIC Chairperson